

Final Exam

YFS202 Spring 2021

You have 210 points available in this exam to earn 100 points. Answer as many questions as you would like to earn 100 points.

Every point accumulated after 100 will be counted as a half credit towards extra credit. For example if you earned all 210 points, you would receive a 155 as your final exam grade. $[100 + (110/2)=155]$

Please place your answers in the provided boxes, or highlight the multiple choice selection in yellow

Take a deep breath, pray, and know that you are equipped to succeed.

Remember, this number does not define you.

Begin when you are ready.

Name: _____

It has been an absolute pleasure having you all in my class this semester.

*Thank you for enhancing every conversation with your curiosity, passion,
and insight to worlds beyond my own!*

May God bless you in your endeavors, both with Nyack and beyond!

Keep in touch,

Anna

Weekly Lectures

Multiple Choice

Highlight the answers you wish to identify as the correct answers completely in **yellow**. There is no partial credit for this section.

There are 20 questions available, each correct answer earns 2 points towards your final grade.

This section is worth 40 points total

	What 3 elements are needed for a disciplmaking ministry?
a.	Proclamation, Experience, and Practice in the Gospel.
b.	Truth, Hope, and Love
c.	Christian Education, Personal Spiritual Formation, and Community
d.	Church, Pastors, and Leaders

	According to the Memletic learning styles, a logical learner...
a.	Will be able to approach a lesson if you provide stimulation conversation before and after the class
b.	Should be handed a crossword puzzle at the beginning of the class
c.	Loves to use logic and reason to understand concepts and creates systems to help categorize information.
d.	Remembers all facts and data like a living encyclopedia.

	According to the Memletic learning styles, a verbal learner...
a.	Processes content best through word, but could favor written or spoken over the other.
b.	Can only process through writing
c.	Must speak to process information
d.	Need to hear different voices present information.

	According to the Memletic learning styles, a visual learner..
a.	Will be fine as long as there is a slide show
b.	Learns through spatial understanding and representations
c.	Just needs to see a picture
d.	Both a and c

	According to the Memletic learning styles, an aural learner...
a.	Would be very likely to write a rap, song, or poem about the Big Idea
b.	Learns through music, rhythm, sounds and vocal patterns.
c.	Can only sing in order to learn
d.	Both a and b

	According to the Memletic learning styles, a physical learner...
a.	Needs to see the story acted out
b.	Learns through their hands, sense of touch, and kinesthetic movement
c.	Would learn best through a sensory table experience.
d.	Both b and c

	RAVED is an acrostic which stands for:
a.	Relational, Audible, Visual, Experiential, Kinesthetic
b.	Relational, Auditory, Visionary, Explicable, Physical
c.	Relational, Auditory, Visual, Exploratory, Dynamic
d.	Relational, Audible, Visionary, Explicable, Dynamic

	Which of the following is not a purpose of the HOOK
a.	Gain attention of the audience

b.	Communicates the general and transferable principle from the passage
c.	Reveal a need the audience has
d.	Set a goal for the audience to achieve

	Which of the following is not a purpose of the BOOK
a.	Involve the audience in the study of scripture
b.	Clarifies the meaning of the passage
c.	Relates the truth to our life in the present
d.	Communicates the general and transferable principle from the passage

	Which of the following is not a purpose of the LOOK
a.	Motives the audience into action [and creation!]
b.	Relates the truth to our life in the present
c.	Communicates the general and transferable principle from the passage
d.	Provides an opportunity to explore what this could mean to you right now

	Which of the following is not a purpose of the TOOK
a.	Lead the audience into Bible Study
b.	Allows meaningful completion of the lesson
c.	Gives the audience a way to engage outside of church
d.	Leads the audience to specific actions or life change.

	An example of a CLARIFYING question in the look section could be:
a.	Who is Paul?
b.	What is God leading you in deeper study of?
c.	What just happened in this story?

d.	Can you share a time in your life where you saw this promise of God come true?
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	An example of a REFLECTION question in the look section could be:
a.	Did God reveal anything to you through this story?
b.	What just happened in this text?
c.	Where is God asking us to join him on mission?
d.	How can we pray for you?

	An example of a APPLICATION question in the look section could be:
a.	Why can't we understand this section without resources?
b.	What is going on in this story?
c.	What is God doing in your life?
d.	What needs to change in your life in order to live in this truth of God?

	An example of a COLLABORATION question in the look section could be:
a.	What is God doing in your life?
b.	What do we think you should change in your life today?
c.	How can we come alongside you as your community?
d.	What happened in this story?

	Theology is defined as
a.	The study of God and His relationships with His work
b.	A complex systems of dogmatic doctrine and definitions
c.	The systematic contributions of scholars to define the nature of God
d.	The conjunction between principles and promises of God

	Why doesn't teacher driven application work in transformational teaching?
a.	Teacher driven application does not commonly engage in deep discipling relationships
b.	Teacher driven application is most applicable to the life of the teacher and may not transfer to the lives of the students
c.	Both a and b
d.	Neither a nor b

	Why do we include activities in our lessons?
a.	To get our wiggles out so we can focus.
b.	Statistics reflect an increased capacity for lesson retention when an increase of oxygen flow occurs immediately preceding study
c.	Hearing we learn 10%, Seeing and Hearing we learn 50%, seeing hearing and doing we learn 90%. Activities lead us to higher levels of learning!
d.	Sights, smells, and textures help retain contain past the moment and into memory.

	What is the difference between a principle and a promise of God?
a.	A Principle describes the nature or character of God whereas a promise comes from what God has said.
b.	Principles of God and promises of God are the same things.
c.	Both a and b
d.	Neither a nor b

	What is the key difference between social and solitary learners?
a.	Solitary learners hate people
b.	Social learners are codependent
c.	Social Learners learn best through collaboration; where solitary learners need personal reflection
d.	Social learners are looking to lighten the load of labor, where solitary learners do not trust others to contribute.

Fill in the blank

Type your answers into the underlined space without deleting any underscoring. There is no partial credit for this section.

There are 10 statements available to be filled in. Each correct answer earns 3 points towards your final exam grade. This section has the potential of earning 30 points towards your final grade.

The Big Idea is a _____, _____ & _____ application of the Scriptural Truth for your students!

Exegesis is _____
Eisegesis is _____

The scale of mentoring/discipling relationships ranges from _____ as the most involved and _____ as the least involved.

A _____ on the mentoring relationship scale shows the discipler as leading by their example and offering insight towards spiritual development with the conversations focused on the life of the student.

In a mentoring relationship a _____ shows the discipler providing step by step instructions to encourage their students towards spiritual maturity.

A _____ encourages the student to reflect on their spiritual life to give them the tools for their spiritual development.

A _____ encourages the student to reflect on their spiritual life by asking prompting questions, affirming their journey, and giving ownership over their journey.

What are the 4 components of meaningful activity?

- 1.
 - 2.
 - 3.
 - 4.
-

The basics of theology mandate that it must be _____ , _____ , _____ , _____ , and _____ .

What are a few things we need to ensure we are teaching students while we are teaching?
[Giving a fishing rod]

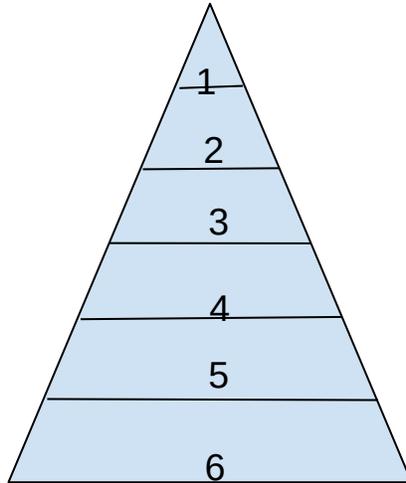
- 1.
 - 2.
 - 3.
 - 4.
 - 5.
-

Charts

Complete the charts as instructed. Each chart has the potential for earning 5 points towards your final exam grade. Each question is eligible for partial credit representing the percentage of question that is answered correctly on a scale of 1-5 equating 20%-100%. This section has the potential of earning 25 points towards your final exam grade.

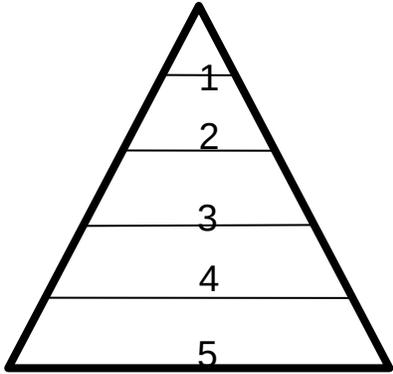
Instructions: Complete this chart identifying how our lesson plan formats align with the domains of learning			
Learning Domain	Symbol [body]	Lesson Plan 10-18	Lesson Plan 0-10
	Head		
	Heart		
	Hands		
	Feet		

Label and define the levels of Bloom's Taxonomy

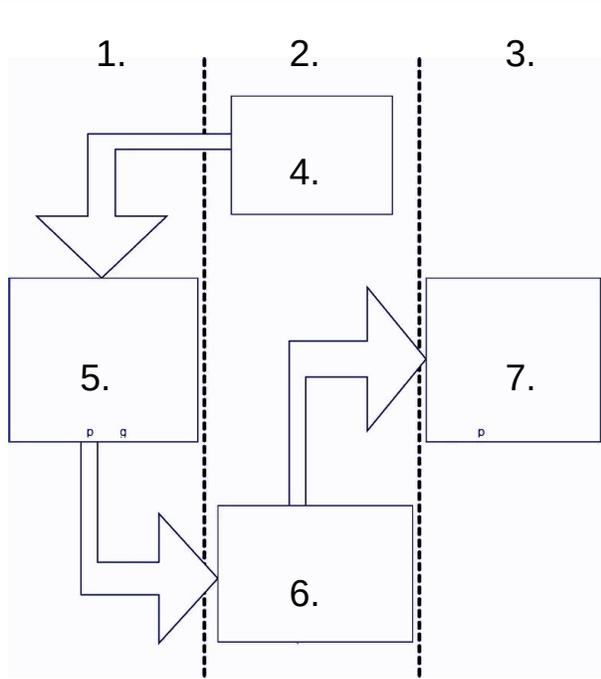


1.	Label:
	Definition:
2.	Label:
	Definition:
3.	Label:
	Definition:
4.	Label:
	Definition:
5.	Label:
	Definition:
6.	Label:
	Definition:

Label and Define the levels of Maslow's Hierarchy.		
	1	Label:
		Definition:
	2	Label:
		Definition:

	3	Label:
		Definition:
	4	Label:
		Definition:
	5	Label:
		Definition:

Fill in the timeline chart for HBLT by placing the appropriate label for each number in the column on the right.

	1.	
	2.	Present
	3.	
	4.	
	5.	
	6.	
	7.	

Complete the chart by filling in the right column to reflect Erickson's 8 stages of psychosocial development		
Trust		
Autonomy		
Initiative		

Industry	VS	
Identity		
Intimacy		
Generativity		
Integrity		

Short Answer/ Essay

Type your responses in the box provided. There are 10 essay questions available. Each answer should be a short answer of 3-6 sentences unless instructions indicate otherwise. Each answer has the potential of earning 5 points towards your final exam grade. You have the potential of earning 50 points towards your final exam grade through this section.

How does the Hudson River and the Tappan Zee Bridge represent disciple making ministries?

IN YOUR OWN WORDS write a one sentence definition of the spiritual gifts we discussed in class this semester.	
Gift	Definition
Evangelism	
Prophecy	
Teaching	
Exhortation	
Shepherding	
Sevice	

Mercy	
Giving	
Administration	

What is the difference between a sandwich and a smoothie?

What questions should you be asking about your students as you move through each learning domain to establish attainable checkpoints for learning?	
Head	
Heart	
Hands	
Feet	

How does knowing about personality types allow you to see into the world of your students better?

How is Maslow's Hierarchy a tool for discipleship?

What is the teamwork of discipleship, and why do we value it?

Imagine you have been asked to teach a lesson on the baptism of Jesus. Outline your process of hermeneutics and identify the types of resources you would make use of in no more than 150 words.

What is the danger of reductionism? [think in terms of icebergs and the centralized story of scripture?]

How is the gospel personal and communal?

The Seven Laws

Complete this portion of the exam by typing your answers into the underlined spaces. Each blank space correctly completed is worth 1 point towards your final exam grade. You have the potential of earning 30 points towards your final exam grade from this section.

7 LAWS OF THE TEACHER

By: _____

1. **T** _____ - The teacher is primarily a _____.

- (A _____ among students)

- (You can only take your students as far as you are)

2. **E** _____ -A Coach, _____, stimulator.

- Tell the student nothing they can't _____.

- People need to learn how to _____.

3. **A** _____ -Do some!

Statistics: ** _____ =10%

** _____ and _____ =50%

**Hearing, seeing and _____ =90%

"Maximum learning is always the result of maximum involvement."

4. **C** _____ - Build a _____.

If you know something thoroughly (_____), and if you feel something deeply (_____), and if you are doing something consistently (_____), then you have great potential for being an excellent communicator. *Howard Hendricks*

5. **H** _____ -Show some! Let the students see _____!

The teaching that impacts is not from Head to _____, but _____ to heart.

6. **E** _____ - Teaching tends to be most effective when the student is properly _____.

2 kinds of motivation:

** _____ - "Any motivation that emanates from _____."

**Intrinsic-Motivation that emanates from _____.

7. **R** _____ "Learning tends to be the most effective when the student has adequately been prepared."

-Do this _____ and _____ of class.

Disciples Who Make Disciples

For this portion of your final exam you are to choose the most impactful people from history that you were introduced to over the course of the class. Share a brief overview of the person, how they walked out discipleship, and why they stood out to you as significant. Your answers for each person should be at least 3 sentences long and no more than 6 sentences long.

Each profile has the potential of earning 5 points towards your final exam score. You may submit up to 7 profiles for consideration. This section has the potential to earn 35 points towards your final exam grade.

Name:	
Overview:	
Discipleship Practice:	
Significance:	

Name:	
Overview:	
Discipleship Practice:	
Significance:	

Name:	
Overview:	
Discipleship Practice:	
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Significance:	